**UWCI OST Initiative**

**FY16 Site Goals**

**August 2015**

*Ross Boys and Girls Club at Moore Elementary*

1. Vocabulary is built in with PALS Helpers and PowerHour. Vocab 4-5 times per week for 40 minutes.
2. Data – measure learning with pre- and post-tests.
3. Staff development – observations and feedback given regularly and staff participate in trainings provided for them by BGCCI and site-specific training.

*Baker Boys and Girls Club at Hiatt Middle School*

1. Data collection of programming – kids’ feedback on programs, observing programming
2. Professional development – observations one-on-one, expectations and follow-through, staff development provided for them by BGCCI and site-specific training, staff developing own programming
3. Integrating literacy (math literacy, science literacy, emotional literacy, etc.) throughout programming

*YWRC*

1. Provide literacy opportunities around social and emotional development – how to teach literacy skills to their children (young mothers)
2. Provide more opportunities to develop college-readiness measured by more girls accessing DMACC/DMPS scholarship program
3. Staff development around integrating literacy

*Metro Kids*

1. Improve quality of activities and programming to incorporate Literacy and Science learning to increase enrollment by 2% by May 2016
2. Implement Attendance Tracker on Procare at all sites by December 1, 2015
3. Increase staff competency to provide high quality activities
4. Increase partnerships to improve quality of activities and programming

*PACE*

1. Increase quality of activities (structure, CASEL model) – implementing CASEL model in Wednesday afterschool, fully implement structure in summer 2016, invest in KidsLit
2. Stakeholder collaborations – maintain or strengthen relationships – especially United Way and more consistent funding, accessibility of school-based therapists to kiddos and families
3. Data collection – specificity in data collection – measuring literacy gains, reading levels still not getting, received letter grades from district, SRIs/FAST implementation

*Willkie House*

1. Data collection and analysis – using to inform practice and story - By April 2016: collecting data and seeing outcomes through the data
   1. What do we want to know?
   2. How to collect?
   3. Appropriate analysis
2. Frontline training – connect to DHS licensing – build capacity within organization to offer training, especially with short-term staff (students from Grandview) – by April 2016: staff have completed a course that is beneficial to program
3. Stakeholder collaboration – better board communications about OST Initiative to have greater impacts on overall program/org operations – by April 2016: board members are knowledgeable about what’s happening in programming, staff training, data collection, and other areas to be able to see progression of program improvement/areas in need of improvement

*Oakridge*

1. Comprehension: Improve reading with clarity using questioning skills, finding main idea, making personal connections along with content and spelling measured by pre- and post-assessments and SRI/FAST scores aligned/in collaboration with DMPS.
2. Data: pre and post-assessments, SRI/FAST scores (working with DMPS) to inform practice in enrichment, evidence to support model
3. Technology/Materials: using Lexia to support comprehension, word wall (high-text environment), more current books, technology, and access to district electronic programs
4. Staff development: YPQA trainings, trainings on assessments, working with DMPS and community

*Franklin Boys and Girls Club at First Federated*

1. Tailor four national programs to Franklin site – engagement, activity-based, role-playing, debate, practical purpose with learning goals, fun
   1. Passport to Manhood – weekly health class
   2. PowerHour – connections to school, potentially individualize supports, math and reading focus/two different choices
   3. Smart Girls – weekly health class
   4. Triple Play – keep kids active
2. Training with staff each week, even short trainings (ex: co-teaching), lunch-n-learns monthly, work on one-on-one meetings with YDPs, YDP peer assessments
3. Partnership with schools – Callannan, Meredith, Hoover, and Roosevelt
   1. Recruit members
   2. Data
   3. Keep records

*McCombs Boys and Girls Club*

1. Building relationships with school staff and administration through monthly meetings with principal, participate in staff meetings, monthly updates to teachers
2. Programming and Data: Require mandatory programming effectiveness and measure impact by pre- and post-tests
3. Staff competency: bi-weekly staff meetings Friday at 2 pm., monthly staff one-on-ones always with an area to improve to promote growth

*Levitt Boys and Girls Club at Carver Elementary*

1. Improve literacy programming through reading comprehension, improve writing skills and expanding on imagination, expanding vocabulary
2. Staff development – read alouds k-5, writing activities, integrating skills into staff meetings
3. Collaboration with the school to get spelling and sight words and work on words with kids

*CFUM*

1. Create direct involvement opportunities for support staff to interact with children, parents, and families in the program with the outcome that staff have a better understanding of the population and staff can more effectively work with the youth (cultural awareness)
2. Tracking tools developed/implemented for use in tracking parent contacts, youth academic results and community satisfaction surveys for the purpose of tracking success and areas in need of attention.
3. Improvement of volunteer recruitment through volunteers with intention, study buddies, and collaborative efforts with the outcome that relationships are more regular and consistent.